2016 EPP Annual Report

CAEP ID:	11908	**AACTE SID:**	3155
Institution:	Mississippi State University		
Unit:	College of Education		

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate…

	Agree	Disagree
1.1.1 Contact person	◉	○
1.1.2 EPP characteristics	◉	○
1.1.3 Program listings	◉	○

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2014-2015 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to <u>initial</u> teacher certification or licensure
> 268

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)
> 113

Total number of program completers   381

*2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.
Yes, a program or programs leading to initial teacher certification is currently being offered.

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2014-2015 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP
> No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited
> No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited
> No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements
> No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status
> No Change / Not Applicable

3.6 Change in state program approval
> No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.
Candidate and Faculty Demographics, Enrollment Data, and Graduation Data:
http://www.educ.msstate.edu/accreditation/data/

Praxis II Reports:
http://www.educ.msstate.edu/accreditation/title2/

Exit Survey Results:
http://www.educ.msstate.edu/accreditation/exitsurvey/

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

1. The unit does not ensure that candidates work with English language learners during some of their field experiences or clinical practice.	(ITP)	(ADV)

Candidates in the College of Education at Mississippi State University interact with P-12 students from a broad range of diverse groups. Partner school districts that serve as sites for field experiences have diverse P-12 populations, including students with exceptionalities and English language learners. Initial teacher education programs require candidates to complete field experiences and clinical practice hours working with students in diverse P-12 educational settings. The Office of Clinical/Field-Based Instruction, Licensure, and Outreach (OCFBI) works directly with College of Education faculty and P-12 school districts to secure field experiences and internships for the initial candidates. Advanced programs require candidates to complete field experiences, internships, and assignments to document their experiences in diverse settings. School administration candidates are required to complete two internship courses in diverse settings, and school counseling candidates are placed in settings with diverse ethnic and cultural populations.

Candidates have opportunities to interact with university supervisors (USs) and classroom mentor teachers (CMTs) to assist them as they hone their proficiency related to helping all students, including English language learners, to learn. Candidates are required to complete assignments in which they reflect on their ability to help all students, including English language learners and students with exceptionalities.

Candidates in teaching internship have the opportunity to collaborate with CMTs who teach English language learners, with USs, and with English language learners. As they collaborate with these CMTs and USs, candidates are required to: a) identify what language/s the students were speaking fluently, b) determine how the CMTs managed the classroom to promote an understanding of content, c) identify how the management of the classroom with English language learners differs from a classroom with no English language learners, and d) identify what evidence indicated that English language learners had gained an understanding of the content.

After each candidate collaborates with and observes the classroom mentor teacher who teaches English language learners, he/she is required to complete an analysis/reflection that addresses the following: a) how the classroom mentor teacher addressed the needs of English language learners to foster learning; b) which strategies the classroom mentor teacher used that were successful or unsuccessful; c) which characteristics of the English language learner/s in the classroom that include whether or not the English language learners were engaged in the lesson, understood the objectives, and were able to apply the concepts taught in the lesson; and d) how the work with the classroom mentor teacher and English language learners impacted them as an educator. Prior to teaching internship, the Mississippi Migrant Education Service Center for Mississippi, housed in the College of Education at MSU, provides workshops for candidates that include strategies for how to work with English language learners. The Mississippi Migrant Education Service Center works to ensure that migrant students and youth are receiving appropriate educational services to enable them to achieve high academic standards by overcoming obstacles created by cultural and language differences and the educational disruption stemming from frequent moves.

Candidates in educational leadership are required to work with administrators/classroom teachers who are involved in working with English language learners to develop their knowledge, skills, and professional dispositions for assisting/supporting with English language learners.

In summary, the College of Education is committed to the belief that all students can learn. In order to ensure that candidates value diversity, curricula and field placements are designed to provide experiences in a variety of diverse settings that specifically include English language learners.

Section 7. Accreditation Pathway
Continuous Improvement. *Summarize progress toward target level performance on the standard(s) selected.*

College of Education (COE) faculty and school partners collaborate to design, implement, and evaluate the unit's Conceptual Framework and programs, and share expertise and resources to support candidate learning. COE faculty and staff provide professional development (PD) for school partners, candidates, and classroom mentor teachers (CMTs). Placements are made jointly by school partners and the Office of Clinical/Field-based Instruction, Licensure, and Outreach (OCFBI) to maximize candidate learning experiences.

The COE and school partners collaborate on councils and committees such as the Teacher Education Council, External Advisory Board, and OCFBI Advisory Committee to share expertise and resources to support initial and advanced candidate learning and assist in designing, implementing, and evaluating the Conceptual Framework, curricula, and field experiences.

COE committees and focus groups assist in designing, implementing, and evaluating the Conceptual Framework, curricula, and field/clinical experiences and share feedback with appropriate groups to guide improvements to best meet candidate needs. For example, teacher candidates complete surveys at the end of each semester which are shared with the OCFBI Advisory Committee and program areas, to guide changes to curricula. The Starkville Oktibbeha County Consolidated School District and COE plan to establish a 6th-7th Grade Partnership School on the Mississippi State University campus, which will provide office and meeting space for COE faculty and classrooms for candidate field experiences.

Field experiences allow initial candidates to apply and reflect on content, professional and pedagogical knowledge, skills, and professional dispositions in various settings. Field/clinical experiences extend the Conceptual Framework into practice through modeling by faculty and well-designed opportunities. Candidate learning is integrated into the school program and teaching practice as they observe and are observed by others; interact with teachers, families of students, and university supervisors (USs); and reflect on and justify their practice. Candidates in advanced programs participate in field experiences in a variety of school-based settings with diverse P-12 students, requiring them to critique and synthesize educational theory related to classroom practices based on applied research.

The OCFBI continues to refine the field management database, which houses candidate placement information.

In methods courses, candidates observe faculty and P-12 classroom teachers' pedagogical strategies and integrate them into teaching practice. The OCFBI provides focus topics for CMT and US weekly evaluations of candidates' plans and conversations concerning reflections on lessons. Candidates complete and reflect on 2 observations in classrooms outside of their clinical placement. These observations focus on instructional planning and delivery, English language learners (ELLs), and classroom management. Candidates in methods courses and teaching internships are required to reflect on lesson plans, lessons taught, their interactions with ELLs, and P-12 student and candidate performance. Candidates in advanced programs develop exams to accompany their lesson plans and assess and evaluate their impact on student learning; submit a major research proposal; complete an action research project; analyze a case for improving classroom instruction based on student learning; plan, conduct, and evaluate PD for teachers; and develop, articulate, and implement a school vision.

Reflection is integral to field experiences and clinical practice. Professional dispositions are assessed by faculty, USs, and CMTs. The following has been added to all candidate placement requests: When and where possible, candidates should become members of instructional teams in the school and active participants in professional decisions. OCFBI staff invite school administrators of partner schools to conduct walkthrough evaluations of the candidate as they would for their teachers, share feedback with candidates, and arrange a mock interview with the candidates placed at their schools when possible. Faculty continue to work with the OCFBI on advanced programs to enhance field experiences and gather feedback from stakeholders.

Candidates critique and reflect on each other's practice in terms of impact on student learning. Field/clinical experiences facilitate candidates' exploration of their knowledge, skills, and dispositions. Candidates develop and demonstrate proficiencies that support learning by all students, including those with exceptionalities and from diverse ethnic/racial, linguistic, gender, and socioeconomic groups. Advanced candidates explore the basis of special needs education and work with practicing administrators and classroom teachers to involve themselves with instruction for ELLs in order to develop the knowledge, skills, and dispositions for for assisting/supporting teachers with ELLs.

During teaching internship, candidates develop weekly lesson plans, and CMTs provide feedback and address any needed changes within the lesson plans. USs use a rubric to provide feedback and a score for weekly lesson plans. Teacher Intern Assessment Instrument indicators specify that candidates consider exceptionalities, ELLs, and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in classrooms as they plan lessons to meet the needs of all students and then adjust plans as necessary to differentiate instruction. Candidates also complete an Impact on Student Learning assignment in which they administer a pre- and post-test to gauge the impact of instruction on students' learning. Candidates learn the process and importance of analyzing students' performance results to create differentiated lessons to meet the needs of all students. Candidates review data and complete a reflection of their teaching performance.

Advanced special education candidates complete field experiences with students with disabilities and get feedback from their instructor. These candidates complete a practicum where they reflect on current or former students with special needs, and develop a portfolio of appropriate assessments, instructional resources, and Tier 3 interventions.

Advanced elementary education candidates engage in field experiences throughout the program. These candidates learn how to assess students who are not proficient readers and writers; use assessments to develop instruction and remediate difficulties; and plan, teach, and reflect on content area literacy lessons. Advanced candidates in secondary education engage in field experiences and develop research questions based on real-world concerns emerging from their teaching practice. Candidates develop a plan for understanding and answering these questions, implement instruction in the classroom, and reflect on data and assessments

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2016 EPP Annual Report.*

☑ I am authorized to complete this report.

Report Preparer's Information

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